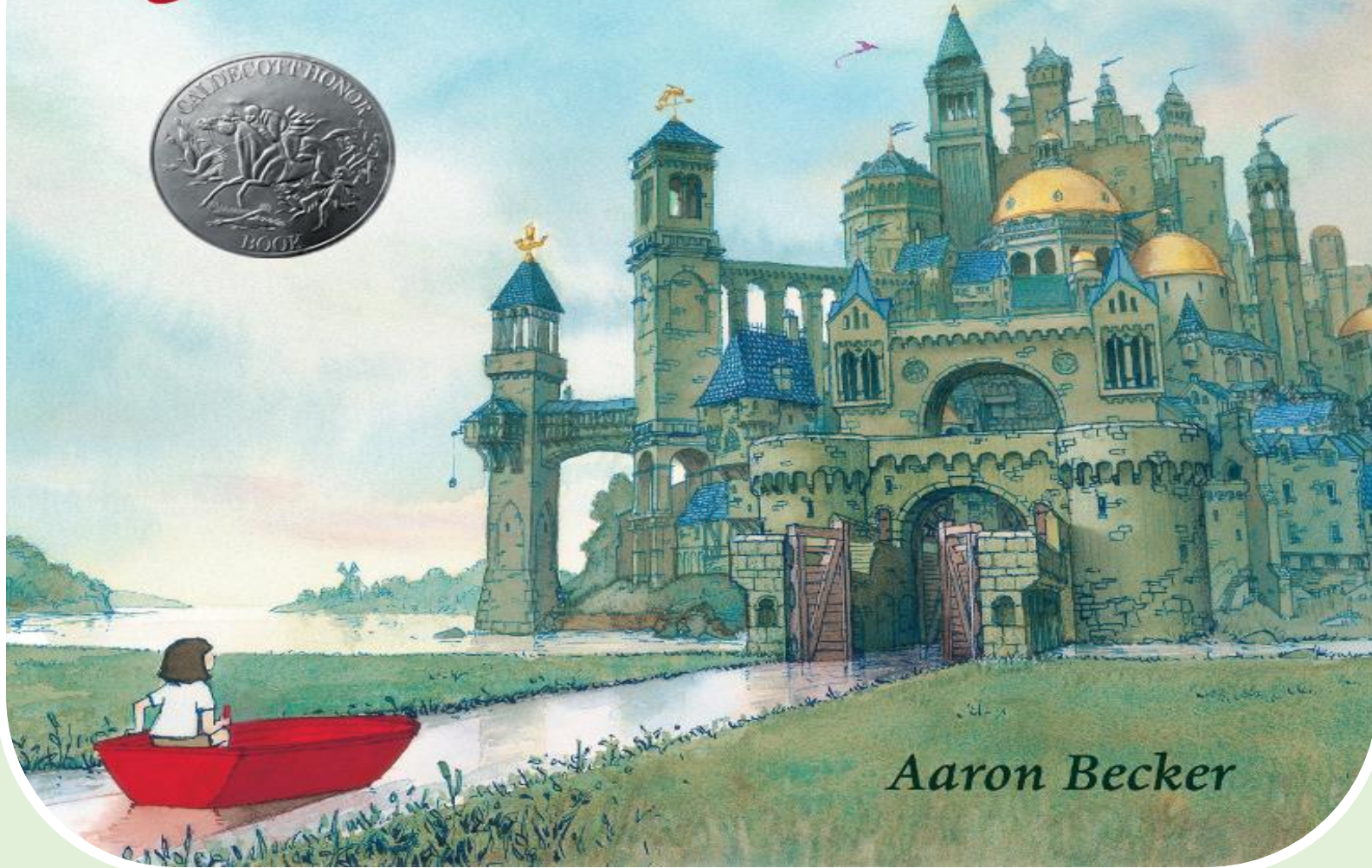


# JOURNEY



Year 3 – Autumn Term 1

### Writing Outcomes

- Setting description – Journey
- Character profile – the girl

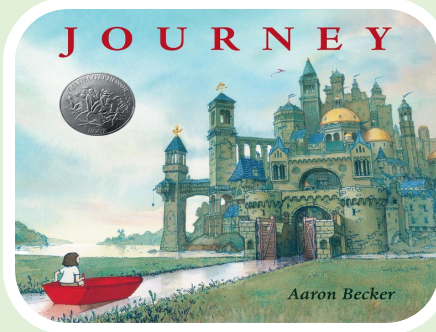
### Transcription Focus

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Prior Learning Consolidation (linked to transcription)

- Use capital letters for names and the personal pronoun 'I' (Y1)
- Use capital letters and full stops consistently to demarcate sentences (Y1)
- Begin to use ? and ! to demarcate sentences (Y1)
- Use ? and ! accurately to demarcate sentences especially sentences beginning with 'what' or 'how' e.g. *What a good friend you are!* (Y2)
- Use commas to separate items in a list (Y2)
- Use apostrophes to mark contractions and singular possession nouns, e.g. *the girl's name* (Y2)
- Use subordination (when, if, that, because) and co-ordination (or, and, but) (Y2)

# Autumn 1



## Journey Aaron Becker

Handwriting to be done at the start of each writing lesson (Letterjoin scheme)

### Supporting Texts

- Quest & Return – sequels to Journey

### **Genre**

Fiction text (links to narrative) – Setting description

### **Audience**

Children aged 5-7 years

### **Purpose**

To describe a setting to help the reader imagine what it looks like

**How will I know I have achieved this?**  
My reader will know what the setting looks like before they see the picture

### **Genre**

Fiction text (links to narrative) – Character description/profile

### **Audience**

Children aged 5-7 years

### **Purpose**

To tell the reader what the girl looks like  
To give the reader information about the girl

**How will I know I have achieved this?**  
The reader will know key facts about the girl before they start to explore the book

## Week 2

### Transcription Focus - Recommended Journey

**Lesson 1** – Spellings (pattern and definitions)

**Lesson 2** – dictionary skills - *use the first 2 or 3 letters of a word to check its spelling in a dictionary*

**Lesson 3** – Spellings/dictation - *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far*

**Lesson 4** – homophones - *spell further homophones*

**Lesson 5** – Dictation and spellings (pattern and definitions)

## Week 3

### Transcription Focus - Recommended Journey

**Lesson 1** – Spellings (pattern and definitions)

**Lesson 2** – Revise basic punctuation - *Use capital letters for names and the personal pronoun 'I' / Use capital letters and full stops consistently to demarcate sentences.* (Y1)

**Lesson 3** – Spellings/dictation - *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far*

**Lesson 4** – Revise basic punctuation - *Begin to use ? and ! to demarcate sentences* (Y1)

**Lesson 5** – Dictation and spellings (pattern and definitions)

## Week 3

### Transcription Focus - Recommended Journey

**Lesson 1** – Spellings (pattern and definitions)

**Lesson 2** – Revise basic punctuation – *Use ? and ! accurately to demarcate sentences especially sentences beginning with 'what' or 'how' e.g. What a good friend you are!* (Y2)

**Lesson 3** – Spellings/dictation - *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far*

**Lesson 4** – homophones - *spell further homophones*

**Lesson 5** – Dictation and spellings (pattern and definitions)

## Week 4 - 5

### Writing Outcome (Setting Description) & Transcription Focus Recommended Journey

**Lesson 1** – Spellings (pattern and definitions)

**Lesson 2** – Hook and vocabulary building for setting

**Lesson 3** – Conjunctions - *Use subordination (when, if, that, because) and co-ordination (or, and, but)* (Y2)

**Lesson 4** – Dictation - *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far*

**Lesson 5** – Guided write of setting description

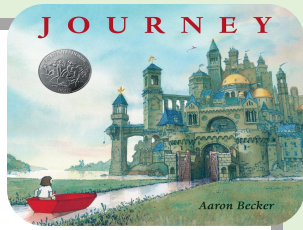
**Lesson 6** – Spellings (pattern and definitions) and planning

**Lesson 7** – Drafting

**Lesson 8** – Drafting

**Lesson 9** – Editing (guided) for basic punctuation already covered

**Lesson 10** – Publishing



## Week 6-7

### Writing Outcome (Character description/profile) & Transcription Focus Recommended Journey

**Lesson 1** – Spellings (pattern and definitions)

**Lesson 2** – Hook and vocabulary building for the girl

**Lesson 3** – Revise basic punctuation - *Use commas to separate items in a list* (Y2)

**Lesson 4** – Dictation - *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far*

**Lesson 5** – Use apostrophes to mark contractions and singular possession nouns, e.g. *the girl's name*

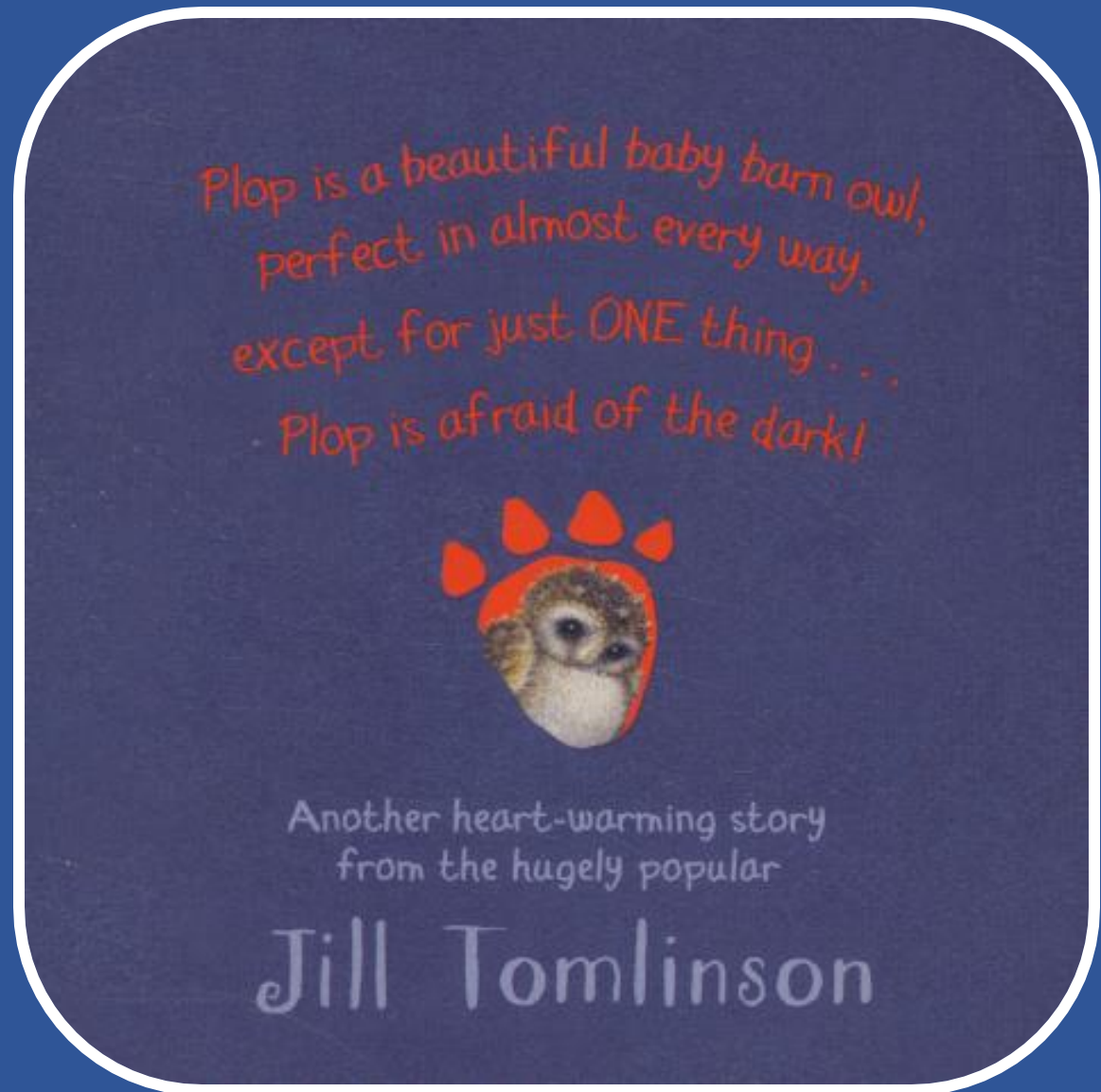
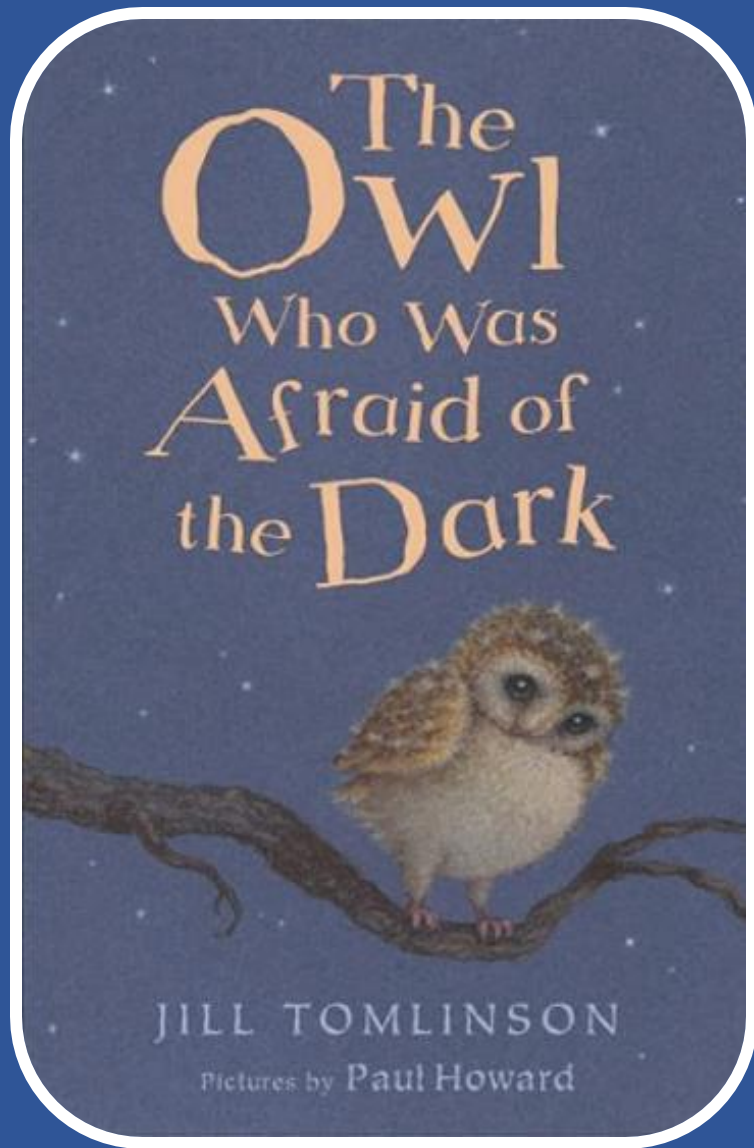
**Lesson 6** – Spellings (pattern and definitions) and dictation

**Lesson 7** – Planning and modelled write for character description

**Lesson 8** – Drafting

**Lesson 9** – Editing (guided) for basic punctuation already covered

**Lesson 10** – Publishing



Year 3 – Autumn Term 2

### Writing Outcomes

- Setting description – fireworks (The Owl Who Was Afraid of the Dark)
- Non-chronological report - Owls

### GPS Overview

- Expanded noun phrases
- Nouns and pronouns
- Verbs and adverbs
- Conjunctions
- Adjectives (including for comparison)
- Headings and subheadings
- Determiners – ‘a’ and ‘an’

Handwriting to be done at the start of each writing lesson (Letterjoin scheme)

#### **Genre**

Setting description – atmosphere focus

#### **Audience**

Children aged

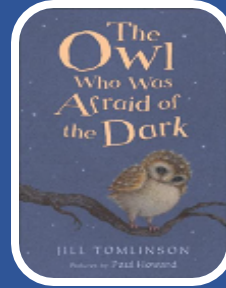
#### **Purpose**

To describe a setting in detail to help the reader imagine what it looks like, and to give them an understanding of the atmosphere

#### **How will I know I have achieved this?**

My reader will know what the setting looks like before they see the picture

# Autumn 2



## The Owl who was Afraid of the Dark

#### **Genre**

Non-chronological report - owls

#### **Audience**

Children aged 7-11 years

#### **Purpose**

To give the reader key facts about the snowy owl's appearance, diet and habitat

#### **How will I know I have achieved this?**

The reader will learn a range of relevant facts about snowy owls.

### Transcription Focus to continue alongside GPS objectives

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Supporting Texts

- Quest & Return – sequels to Journey

#### **Genre**

Christmas-themed task - TBC

#### **Audience**

#### **Purpose**

**How will I know I have achieved this?**

### Week 1-2

Setting description – atmosphere focus (2 weeks)

#### Recommended writing journey

(GPS skills taught alongside)

**Lesson 1** – hook, audience & purpose and recap of features

**Lesson 2** – model text and deconstruction

**Lesson 3** – vocabulary building (setting)

**Lesson 4** – vocabulary building (atmosphere)

**Lesson 5** – mini write to embed skills

**Lesson 6** – planning

**Lesson 7** – drafting

**Lesson 8** – drafting

**Lesson 9** – editing (modelled and guided process)

**Lesson 10** – redrafting/assessment

### Week 3-4

Non-chronological report – Owls (2 weeks)

#### Recommended writing journey

(GPS skills taught alongside)

**Lesson 1** – hook, audience & purpose and text exploring

**Lesson 2** – model text and deconstruction

**Lesson 3** – collecting facts

**Lesson 4** – vocabulary building

**Lesson 5** – mini write to embed skills

**Lesson 6** – planning

**Lesson 7** – drafting

**Lesson 8** – drafting

**Lesson 9** – editing/assessment

**Lesson 10** – publishing (double page spread layout with illustrations)

### GPS

#### Week 1

- Noun phrases can be used to create effective descriptions, e.g. *the deep, dark woods*. (2 days)
- Cohesion created and repetition avoided, through the use of nouns and pronouns, e.g. *Sammy and John... they... the boys...* (2 days)

#### Week 2

- Verbs and adverbs chosen for effect (e.g. *shouted/muttered* instead of *said*; *angrily/quietly*, etc.) to show rather than tell how characters feel and behave. (2 days)
- Conjunctions – coordinating (e.g. *and, but, so, or*) and subordinating (e.g. *when, before, after, if, because...*) (3 days)

#### Week 3

- Use adjectives, including comparative adjectives (*-er/-est*), to create description (Recap Y2) (2 days)
- Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel (e.g. *a rock, an open box*) (2 days)

#### Week 4

- Use conjunctions (*when, before, after, while, so, because*) to show time, place and cause (3 days)
- Use headings and sub-headings to organise writing in non-fiction pieces (1 day)

#### Week 5-6

- Consolidation and assessment

### Week 5-6

Christmas-themed task – TBC (1.5 weeks)

#### Recommended writing journey

**Lesson 1** –

**Lesson 2** –

**Lesson 3** –

**Lesson 4** –

**Lesson 5** –

**Lesson 6** –

**Lesson 7** –

**Lesson 8** –

Autumn 2

